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ABSTRACT

A study examined a segment of classroom discourse in light of: (1) the complexity of an I-R-E (Initiation-Reply-Evaluation) sequence; (2) the teacher's role as facilitator; and (3) the similarities and differences between mundane conversation and classroom discourse. In addition, the intricacies of interaction between teachers and students in the classroom were explored; for example, the fact that instructional discourse involves sequences that occur one after the other in interaction between teacher and students, otherwise known as "turntaking." Data consisted of a 50-minute segment of classroom discourse, which took place in a small (12 student) elementary classroom in California. Results indicated that managing classroom discourse is a somewhat complex task that involves a variety of roles and techniques. Further research is needed to address more I-R-E sequences and how often students and teachers deviate from an immediate reply and get "off-track." (Contains 11 references, 10 data segments, and 3 figures illustrating variations of I-R-E sequences; an additional data segment is attached.) (RS)

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MANAGING CLASSROOM DISCOURSE:

AN EXAMINATION OF TEACHER/STUDENT INTERACTION

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MANAGING CLASSROOM DISCOURSE:

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Abstract

Just as conversational analysis (CA) continues to find that mundane conversation is organized, CA is also finding that instructional discourse has identifiable sequence patterns (Heritage, 1984). In the classroom, the teacher can be viewed as a facilitator, whereby, a facilitator's work involves keeping the students "on track" (Beach, 1990). Consequently, it has been found that instructional discourse involves sequences that occur one after the other in interaction between teacher and student; otherwise known as turntaking (Mehan, 1985). Mehan (1978) also claims that an I-R-E is the basic interactional sequence that occurs in the classroom. One such goal of this paper is to draw parallels from mundane conversation to that of institutional discourse, specifically, classroom discourse, as well as, raise and explore new questions regarding the intricacies of interaction between teachers and students in the classroom. With this in mind, this paper addresses the area of classroom interaction in light of 1) the complexity of an I-R-E sequence; 2) the teacher's role as facilitator; and 3) the similarities, as well as, the differences between side sequences in mundane conversation and classroom discourse.

MANAGING CLASSROOM DISCOURSE:

AN EXAMINATION OF TEACHER/STUDENT INTERACTION

Every day, millions of students sit in classrooms and take part in classroom discussions, and, every day, millions of teachers successfully instruct those students. However, both parties are somewhat unaware of the intricate details of talk which unfold constantly before their eyes and, how, indeed, their talk dictates not only the direction of the classroom discussion, but, also, what gets accomplished and who gets to speak.

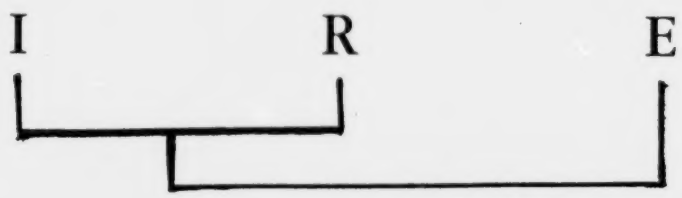
Just as conversational analysis (CA) continues to find that mundane conversation is organized, CA is also finding that instructional discourse has identifiable interactional sequence patterns. Heritage (1984) claims that "comparative analysis with mundane interaction is essential if the 'special features' of interaction in particular institutional contexts are to receive adequate specification and understanding" (p. 240). One such goal of this paper is to draw parallels from mundane conversation to that of institutional discourse, more specifically, classroom discourse.

In comparison to mundane conversation, it has been found that institutional discourse is guided by more formal rules. Some claim this may be because in the institutional context the discourse is created and driven by the task at hand (Beach, 1990a). In the classroom, the teacher can be seen as a kind of facilitator, whereby, a facilitator's work involves keeping the students "on track" (Beach, 1990b). Consequently, it has been found that instructional

discourse involves sequences that occur one after the other in the interaction between teacher and student, otherwise, known as turn taking (Mehan, 1985).

Turn taking in the classroom is different from everyday conversation. In the classroom, teachers allocate turns by typically inviting bids to the floor and identifying students by name, also known as "noticing" (Moerman, 1988, p. 107). It is important to note that the moment of perception may not be the moment of public noticing. For instance, a teacher may see that a student has his/her hand raised, but not call on the student until later. Furthermore, while speaker allocation is open for negotiation at the end of each turn in everyday conversation, this is seldom the case in educational discourse. The floor is open for negotiation only at certain junctures, e.g., at the end of a basic or extended I-R-E sequence (Mehan, 1979).

An I-R-E sequence stands for Initiation- Reply- Evaluation. Mehan claims that when examined from beginning to end, classroom lessons are alterations of verbal and nonverbal behavior between teachers and students. "An initiation by one classroom participant (usually the teacher) is followed by a reply act (most often from the student), which, in turn, is followed by an evaluation act" (Mehan, 1978, p. 41). He sees classroom discourse consisting of:



He describes a "Basic I-R-E Sequence" which is illustrated below from an example of a "Cafeteria Tray Lesson", in which the teacher asks the students to decide the best procedure for cleaning up after lunch. This type of sequence consists of an initiation, reply, and evaluation, whereby, the teacher receives the desired reply from the student.

Data Segment #1: ***Basic I-R-E Sequence*** (Mehan, 1979, p.53)

I Teacher: Um why do you think that would be better than each child carrying his own?

R Student: Cause that's ah, that's a job for them.

E Teacher: Yes, it would be a job

Mehan describes a second type of I-R-E called an "Extended I-R-E Sequence." This type of sequence occurs when the teacher does not receive the desired reply from the student, so the teacher continues to employ a number of strategies until a symmetry between initiation and reply acts is obtained. This symmetry occurs when students understand questions and give the response desired by the teacher. An example of this occurs in the following passage when a teacher invites students to read the lines of a story about the schoolyard from a large poster. She is pointing to the lines of the poster that read "See the machine" (Mehan, 1979, p. 55).

Data Segment #2: *Extended I-R-E Sequence* (Mehan, 1979, p. 55)

I Teacher: See the...

R Student 1: Tractors.

E Teacher: the, yes, tractors, it says mmm...

R Student 1: Tractors.

E Teacher: It, it, but it is a tractor, but the word I wrote here, I didn't write tractor. But

I wrote a word that, another name for tractor that starts with "mm."

R Student 2: Mmmmmm.

E Teacher: It starts with "mm" Patricia, yes.

I Teacher: I called the tractor a "mmm..."

R Student 3: Machine.

E Teacher: Machine, Rafael, good, I called it a machine.

In this example, we see how the teacher is trying to obtain a desired response of "machine" from the students. When she doesn't receive the desired response initially, she continues to to strive for the desired response by redirecting her question to the students. For instance, when she asked what was on the poster and started the students out by saying "see the..." one student responded by saying "tractor." Since this wasn't the desired answer, the teacher redirected the question (while still staying on task) by stating that it starts with an MMM. Here, she helps the students obtain the correct answer by giving them the first letter and beginning sound of the word. Thus, the desired response is obtained through guided questions and answers between teacher and students.

After having video and audio taped an elementary classroom, I find these two types of I-R-E sequences to be somewhat more simplistic than the interaction I observed in the classroom which leads me to the present study. Therefore, the purpose of this study is to examine a segment of classroom discourse in light of: 1) the complexity of an I-R-E sequence; 2) the teacher's role as facilitator; and 3)Similarities, as well as, differences between side-sequences and classroom discourse.

Data Collection and Analysis

The data was collected from a small elementary classroom in California. There were approximately twelve student in class on that day. A fifty minute segment of classroom interaction was videotaped and used as the data for this study. The lesson for the day centered around a story which the students had already read, as well as, a "show and tell" time in which each student shared their own various collections (e.g. shells). The following data segment is the focus of this paper. Here, the teacher is asking a student (Jasmine) to read a song from the story which the class had read.

Data Segment #3: *Managing Classroom Discourse*

MANAGING CLASSROOM DISCOURSE

THE TEACHER AS TRAFFIC CONTROLLER

16	S:	wooly ragwort		36		[ ]	
17	S3:	Sna il just fell out of its shell		37	S3:	Miss Lolicotta (S3 raises hand)	
18		[ ]		38	T:	Let Jasmine read this to us fi rst	
19	T:	Jasmine do you want to	I→	39		[ ]	
20		read that silly song to us It is on		40	S3:	I know	
21		page twenty four		41		but the snail just fell out of that shell	
22		[ ]		42	T:	Then (0.9) what do you think you could do with it?	
23	S2:	Miss Lolicotta (raises hand)		43	S3:	I'm gonna put it there si ck	
24	T:	Shari		44		[ ]	
25	S2:	Have you ever heard of like (0.6) I mean it's like its kind of like		45	T:	okay	
26		a flower in a thistle but it they call it a starthistle?		46		Allright, Jasmine go ahead	
27	S3:	M iss L o l i c o t t a	R→	47	S1:	Wooly ragwort all around. Wooly ragwort on the ground.	
28		[ ]		48		Wooly ragwort grows on grass. Wooly ragwort in your nose.	
29	T:	I've heard of thistles but I don t know of a specific one	E→	49	T:	Huh, in your nose. He would have to say something silly	
30		called a star thistle (S3 raises hand)		50		like that (0.6) Okay. Good. What was the rest of the chapter	
31		Okay Jasmine is going to read that you to you now		51		about? Just a quick	
32		[ ]					
33	S2:	it s like a flower					
34	T:	And he wooped he didn t just sing he Wooped!					
35		You know how silly and inquisitive he was					

An Examination of an I-R-E Sequence

According to Mehan, there are two types of I-R-E Sequences: Basic and Extended. Let us now examine how his two types of sequences differ from the sequence provided above.

Complexity of an I-R-E Sequence

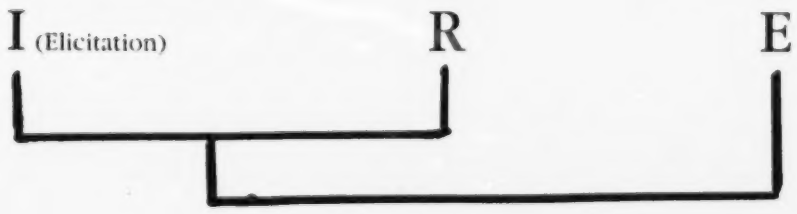
By examining the data revealed in Data Segment #3 in terms of Mehan's I-R-E sequence, we can come to understand the complexity of this particular data segment. For instance, the Initiation by the teacher (line 19) did not receive the desired reply from the student until 27 lines of text later. Then, in line 47, we see the desired reply from the student, and the evaluation immediately following (line 49). In that time, it took dealing with two other students who both were pursuing different agendas. For instance, in line 25 we see student two (S2) asking the teacher a question which is off the subject of Jasmine (S1) reading the song, and in line 40-41 we see S3 offering information regarding the fact that the snail he had brought to "show and tell" had just fallen out of its shell. Mehan's examples fail to provide an instance where the students get "off task" and, thus, cause the whole focus of the initial I-R-E to shift direction. As revealed, the I-R-E sequence recorded in this study was not as simple as Mehan found an I-R-E sequence to be.

Multiple Initiations

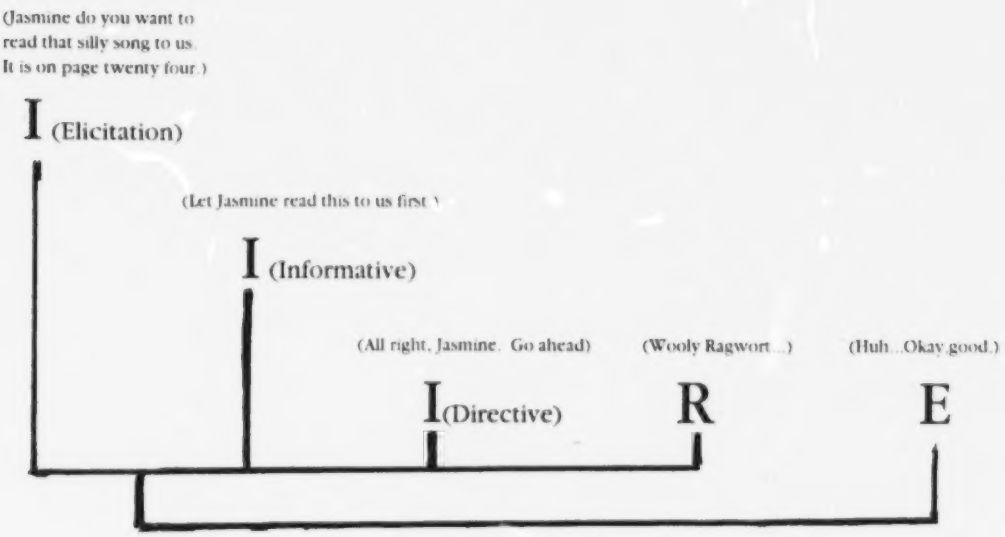
According to Cazden, John, & Hymes (1972), the "instructional function" of initiating speech acts is important to be aware of in order to gain a deeper

understanding of educational discourse. Mehan applied this to what he called "initiations" (part of the I-R-E sequence) and found that and I-R-E sequence consists of three different initiations: "elicitation", "informatives," and "directives" (Mehan, 1978, p. 41). "Elicitations" called for respondents to provide factual information or opinions; "informatives" asked respondents to pay attention; and "directives" required respondents to take procedural actions. Mehan claims that "directives and informatives occur in the opening and closing, while elicitation sequences predominate the instructional phase"(p.45).

Upon analyzing the data segment above, I found that this sequence included all three types of initiations embedded with in one I-R-E sequence. For instance, the original I-R-E sequence begins with an elicitation (line 19), for the teacher asks Jasmine for information (to read). Then, we see an informative (line 38), for the teacher directs S3's attention toward Jasmine, in a sense, saying "pay attention to Jasmine." Last, in line 46, we see a directive initiation, for the teacher directs Jasmine to read. All of these types of initiations not only occurred in the instructional phase, but they all occurred before the reply to the first initiation occurs. With reference to initiations, Mehan's basic I-R-E sequence in the instructional phase may look somewhat like this:



In contrast, I found the segment of data in the present study to look like this:



(Two Embedded Initiations)

Teacher As Facilitator

One primary dimension regarding the flow of the intended lesson plan involves the teacher's ability to facilitate the discussion. The role of facilitator involves "moving interaction along" and keeping interaction "on track" (Beach, 1990a). In order to better understand how the role of a facilitator is involved in "doing being a teacher", let us look specifically at the present segment of discourse in light of: 1) turn taking in the classroom 2) how talk orients to task; and 3) use of "okay" for getting on task.

Turn taking in the Classroom

Turn taking plays a major part in the teacher's role as facilitator, for

turn taking is a technique whereby the teacher directs the flow and direction of classroom discourse by allocating turn to students to speak. To gain the floor a student typically makes a bid by raising his/her hand and control of the floor is not usually granted unless the teacher calls on the student name. This technique is also known as "noticing," for the "moment of perception is not the moment of public noticing" (Moerman, 1988, p.107). For instance, a teacher may see that a student has his/her hand up and want to speak, but may wait to call on him/her because she has other priorities at that moment.

For instance, in lines 24-30, Shari (S2) raises her hand and calls out the teachers name. Even though the teacher had just asked Jasmine (S1) to read, she calls on S2 and answers her question.

Data Segment #4: (lines 24-30)

24	T:	Shari
25	S2:	Have you ever heard of like (0.6) I mean it's like its kind of like
26		a flower in a thistle but it they call it a starthistle?
27	S3:	M iss L o l i c o t t a
28		[ ]
29	T:	I've heard of thistles but I don't know of a specific one
30		called a star thistle. (S3 raises hand)

Thus it is evident that even though the teacher had asked Jasmine to read, something happened that allowed her to open the floor up to Shari. She invited Shari's question to the floor by calling on her.

Later, in line 27, 30, & 37 we see S3 call out the teacher's name, as well as, raise his hand. His bid for the floor is not sanctioned by the teacher, yet, it was a bid very similar to Shari's(S2) bid. Both S2 and S3 call out teacher's name

and raise hand, but the teacher only grants one student the floor. What is the difference between these two instances and why was S2 granted the floor and not S3?

Data Segment #5: (Lines 26-38)

26		a flower in a thistle but it they call it a starthistle?
27	S3:	M iss L o l i c o t t a
28		[ ]
29	T:	I've heard of thistles but I don't know of a specific one
30		called a star thistle. (S3 raises hand)
31		Okay Jasmine is going to read that you to you now.
32		[ ]
33	S2:	it's like a flower
34	T:	And he wooped he didn't just sing he Wooped!
35		You know how silly and inquisitive he was
36		[ ]
37	S3:	Miss Lolicotta (S3 raises hand)
38	T:	Let Jasmine read this to us fi rst.

By looking at the transcript, one can see that when the teacher asks Jasmine to read, she also gives out a page number. By consulting the videotape, one can see that this prompted Jasmine (S1) to open her book to the page number, thus, resulting in down time. It was right at this moment that S2 makes a bid for the floor, and her bid is granted by the teacher due to the down time.

In S3's case (lines 27, 30, & 37), we can see that his bids for the floor were not granted, simply because of bad timing. Here we can see that in order "to be successful in the classroom, students must not only master academic

subject matter, but also learn the appropriate form in which to cast their academic knowledge" (Mehan, 1978, p. 49). For instance, in line 27, when S3 first asks for attention, the teacher has already put one student, Jasmine, on hold (who by now has the page number), and is answering S2's question. Obviously, having to deal with three students at once is very chaotic, so the easiest thing to do is not to sanction S3's bid and ignore it. This action on the teacher's behalf is not peculiar when one considers his/her role as a facilitator. Beach (1990b) reveals a facilitator must keep the class on topic, and this involves generating discussion on topic. In this case, the teacher's priority was opening the floor to Jasmine, so that Jasmine could read. The reading would help focus the class on the topic and by allowing yet another student to ask a question would be even further delaying the facilitation of the topic at hand.

As we have seen from these instances, turn taking in the classroom is directed primarily by the teacher, and timing plays a major role in deciding who gains the floor. As revealed, S2 interjected at a time when she had a good opportunity to gain the floor, whereas, S3 tried to gain floor at times when the teacher was preoccupied with getting on with the task at hand, and, thus, he was ignored. Therefore, it follows that:

> Although the teacher's practical concern is for classroom order, the rules governing this normative order are not communicated directly to the students. Because the rules governing turn taking are tacit, students must infer from contextually provided information the appropriate way to engage in classroom interaction. (Mehan, 1978, p. 49)

Therefore, we can infer that competent participation in the classroom or to successfully gain the floor requires students to interpret implied classroom rules that govern when, with whom, and in what ways they may talk, as well as, how they may act.

Talk Turns to Task

According to Beach (1990a), in courtroom interaction a phenomenon gets worked out in and through the talk itself and talk unfolds as the participants orient to a task. I feel that this also applies to classroom interaction, for the teacher may orient his/her talk to the task he/she wants the class to take part in.

Data Segment #6: (Lines 25-45)

25	S2:	Have you ever heard of like (0.6) I mean it's like its kind of like
26		a flower in a thistle but it they call it a starthistle?
27	S3:	M iss L o l i c o t t a
28		[ ]
29	T:	I've heard of thistles but I don't know of a specific one
30		called a star thistle. (S3 raises hand)
31		Okay Jasmine is going to read that you to you now.
32		[ ]
33	S2:	it's like a flower
34	T:	And he wooped he didn't just sing he Wooped!
35		You know how silly and inquisitive he was
36		[ ]
37	S3:	Miss Lolicotta (S3 raises hand)
38	T:	Let Jasmine read this to us fi rst.
39		[ ]
40	S3:	I know
41		but the snail just fell out of that shell.
42	T:	Then (0.9) what do you think you could do with it?
43	S3:	I'm gonna put it there si ck.
44		[ ]
45	T:	okay

For instance, in lines 25-45, it is evident that the teacher's main priority is to complete the initial task she has started (Jasmine's reading of a silly song). This priority is made evident through the way in which the teacher's language is constantly turning to the task of Jasmine reading the song. For instance, in line 31 we see how after answering an "off topic" question from S2, the teacher directs the students' attention back toward the task of Jasmine reading, for she states "Okay. Jasmine is going to read that you to you now."

Furthermore, the teacher orients her talk to the task through use of an animated voice. We see how the teacher tries to make the reading even more interesting and relevant to the students by taking on an animated voice when saying "Wooped!" at the end of line 34. In lines 30 and 37, we see S3 attempting to gain the teachers attention. In line 38, the teacher attends to him by stating, "Let Jasmine read this to us first." Once again, orienting students to the task at hand.

After much persistence, S3 gains the floor in line 40 by stating that a snail he had been playing with had fallen out of its shell. The teacher then attends to his "off topic" comment by asking him what could he do with it. As he responds, she quickly replies "okay" (line 45), and, once again, directs her talk back to the task at hand by stating in line 46, "All right, Jasmine. Go ahead."

Consequently, we can see from this segment, how the teacher not only orients her language to the task at hand, but, also, how she uses an animated voice to create a context in which the reading becomes relevant and real to the students. In addition to orienting language to the task, a teacher's use of "okay"

in classroom discourse helps redirect the students' attention to the task at hand.

Use of "Okay" to Get on Task

One primary use of "Okay" in mundane conversation is that of a "movement to next positioned matters" (Beach, 1993, p. 45). Research has shown that "Okay" is used similarly in the classroom context (Burton, 1981). Beach(1993) stresses the symmetry of its use between institutional discourse and mundane conversation. He maintains:

> "Okay is employed pivotally, in the midst of yet at precise moments of transition, by recipients and current speakers alike, across a variety speech exchange systems (both casual and institutional), not just in any sequential environment but where what is 'at stake' involves movements from prior to next-positioned matter(s). (p. 46).

With this in mind, I will now turn to the use of "Okay" in the present segment of discourse. In lines 19-51, "Okay" occurs three times. I contend that the use of "Okay" in these instances it intended for redirecting the students attention back to the task at hand.

Data Segment #7

1	29	T:	I've heard of thistles but I don't know of a specific one
	30		called a star thistle. (S3 raises hand)
	*31		Okay Jasmine is going to read that you to you now.
	32		[ ]
	33	S2:	it's like a flower
2	42	T:	Then (0.9) what do you think you could do with it?
	43	S3:	I'm gonna put it there si ck.
	44		[ ]
	*45	T:	okay
	46		Allright, Jasmine go ahead.

3	47	S1:	Wooly ragwort all around. Wooly ragwort on the ground.
	48		Wooly ragwort grows on grass. Wooiy ragwort in your nose.
	49	T:	Huh, in your nose. He would have to say something silly
	* 50		like that (0.6) Okay. Good. What was the rest of the chapter
	51		about? Just a quick summary.

For instance, in line 31, "Okay" follows the teacher's somewhat brief answer to S3's question, and "Okay" is followed by the teacher's statement, "Jasmine is going to read now." Thus, "Okay" serves as a transition or attempt to move students attention back to the primary task.

Similarly, in line 45, the teacher says "Okay" to S3 after S3 offers information that is clearly "off topic." The teacher's reply with "Okay" marks a transition back to the topic, and the "all right" (line 46) following it serves as a double marker which stresses the importance of the transition, for clearly by now the teacher is a somewhat frustrated and wants Jasmine to start reading.

Furthermore, in line 50, the "Okay" that unfolds could serve two functions. First, it could serve as a type of evaluation signifying that Jasmine did, indeed, a good job with the reading. Second, it serves as a transition, for it follows a students reply and is followed by reference to a topic shift, a discussion about the "rest of the chapter."

Upon examining the uses of "Okay" in this short segment of classroom discourse, one can see its importance in helping the teacher of this elementary classroom get students back on task, for it consistently serves as a transition to topically relevant matter. Why is it we see many times in classroom discourse students and teachers tend to stray from topically relevant matter. How and

why does this occur? Now, let us examine this phenomenon in light of the present segment of classroom discourse.

Side Sequences

Jefferson (1978) finds that in the course of some ongoing activity, occurrence emerge that are not "part" of the activity, but seem to be relevant in some sense. She claims that such an occurrence constitutes a break in the activity as opposed to a termination in the activity. She describes this as a "side-sequence within an ongoing sequence" (p. 294). She maintains that "side-sequences" usually occur in the form of repeating information or simply asking for information. Following is an example of a "side-sequence" involving a straight repeat of information.

Data Segment #8: (Jefferson, 1978, p. 295)

Steven: One, two, three, ((pause)) four, five, six, ((pause)) eleven, eight, nine, ten.

(Repeat) Susan: "Eleven"?–eight, nine, ten?

This is a straight repeat of information because it involves repeating all or part of what has just been said. Provided next is an example of a "side-sequence" involving what Jefferson describes as a kind of repeat that involves "nearly straight requests for information."

Data Segment #9: (Jefferson, 1978, p. 303)

A: I didn' get tuh vote I declined tuh state this time, when I registered, so, I just uh, didn't get tuh vote fer president so,

(Repeat) B: You declined–

A: I think I–

(Request for info.)

B: What-whaddiyou mean.

A: Well, I vote Republican and Democrat.

(1.0)

B. Oh : : : yea : : : h.

This is considered a straight request for information because A reveals how he/she declined to vote for president, and B repeats what A has said by stating, "You declined?" Then, B asks for straight information or direct clarification by asking "What- whaddiyou mean?"

These are just a few of the examples Jefferson provides of side sequences, but, overall, she contends that most "side -sequences" are simply different ways of repeating information.With this in mind, consulting the present data segment will confirm Jefferson's findings, as well as, raise some new questions regarding "side-sequences."

Data Segment #10: (lines 19-31)

19	T:	Jasmine do you want to
20		read that silly song to us. It is on
21		page twenty four.
22		[ ]
23	S2:	Miss Lolicotta (raises hand)
24	T:	Shari
25	S2:	Have you ever heard of like (0.6) I mean it's like its kind of like
26		a flower in a thistle but it they call it a starthistle?
27	S3:	M iss L o l i c o t t a
28		[ ]
29	T:	I've heard of thistles but I don't know of a specific one
30		called a star thistle. (S3 raises hand)
31		Okay Jasmine is going to read that you to you now.

The analysis will begin with the teacher asking Jasmine to read (line 19). Then, notice in line 25-26, S2 asks the teacher a question. This question is attended to by the teacher, and, thus, causes the teacher to get "off task." This

is an example of a side sequence involving the "asking for information". Notice in line 31, the teacher comes back to the task of Jasmine reading. This reveals that S2's question was, indeed, a "side-sequence within an ongoing sequence."

Similarly, we see yet another "side-sequence occurring in lines 35-46.

35		You know how silly and inquisitive he was
36		[ ]
37	S3:	Miss Lolicotta (S3 raises hand)
38	T:	Let Jasmine read this to us fi rst.
39		[ ]
40	S3:	I know
41		but the snail just fell out of that shell.
42	T:	Then (0.9) what do you think you could do with it?
43	S3:	I'm gonna put it there si ck.
44		[ ]
45	T:	okay
46		Allright, Jasmine go ahead.

Here, S3 is offering information to teacher by declaring that his snail has fallen out of its shell. Jefferson does not offer an explanation for this type of sequence, for it isn't repeating information nor asking a question. It appears as though this type of side sequence is implemented as a means whereby the student gains attention from the teacher, as well as, the class. Therefore, it follows that since Jefferson study did not directly address classroom discourse, we may, indeed, see some new variations on types of side sequences in the classroom.

The Study of Classroom Interaction

In the present study, I have addressed how an I-R-E sequence may be much more complex than as shown by past studies. Furthermore, I have

examined the teacher's role as a facilitator in light of turn taking, orienting language toward the topic, and the use of "okays" in redirecting students' attention to the task at hand. Last, I revealed the similarities and differences between side sequences in mundane conversation and classroom discourse.

Overall, I believe that due to its primary focus on interaction between the student and teacher, this paper sheds light on some intriguing areas of classroom discourse–areas that need further addressing. For instance, research needs to address more I-R-E sequences to see how often teachers receive an immediate reply from students and how often students and teachers deviated from an immediate reply and get "off track." Another area of addressing is that which involves examining the many different types of side sequences that occur in classroom interaction, and how those differ from the side sequences found in mundane conversation, as well as, why they may differ.

On a somewhat larger scale, research may also want to address the different levels of classes (elementary, junior high, and senior high) and examine them in light of side sequences, I-R-E sequences, and the teacher's role as facilitator. For instance, it would be interesting to note if there are more or fewer side sequences at one grade level than another and why. Also, it would by intriguing to see how the I-R-E sequences vary from grade to grade, as well as, the teacher's role as a facilitator. Does the teacher use "Okay" more at one grade level? Does the teacher monitor turn taking the same way at all grade levels? Does the teacher orient his/her language toward a topic to get

students on task differently at the various grade levels? These are all intriguing questions that future research may direct attention to.

In summation, it is clear that managing classroom discourse is a somewhat complex task, and one that involves a variety of roles and techniques. And even though millions of teachers successfully progress through lesson plans every day, we must note that it is not an easy task, but one that unfolds through interaction between teachers and students. With this in mind, research must continue to address classroom interaction in order to gain further insight into the way in which the phenomenon of managing classroom discourse is carried out.

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APPENDIX A

MANAGING CLASSROOM DISCOURSE:

AN EXAMINATION OF TEACHER/STUDENT INTERACTION

16 S: wooly ragwort
17 S3: Sna il just fell out of its shell
18 [ ]
19 T: Jasmine do you want to
20 read that silly song to us. It is on
21 page twenty four.
22 [ ]
23 S2: Miss Lolicotta (raises hand)
24 T: Shari
25 S2: Have you ever heard of like (0.6) I mean it's like its kind of like
26 a flower in a thistle but it they call it a starthistle?
27 S3: M iss L o l i c o t t a
28 [ ]
29 T: I've heard of thistles but I don't know of a specific one
30 called a star thistle. (S3 raises hand)
31 Okay Jasmine is going to read that you to you now.
32 [ ]
33 S2: it's like a flower
34 T: And he wooped he didn't just sing he Wooped!
35 You know how silly and inquisitive he was
36 [ ]
37 S3: Miss Lolicotta (S3 raises hand)
38 T: Let Jasmine read this to us fi rst.
39 [ ]
40 S3: I know
41 but the snail just fell out of that shell.
42 T: Then (0.9) what do you think you could do with it?
43 S3: I'm gonna put it there si ck.
44 [ ]
45 T: okay
46 Allright, Jasmine go ahead.
47 S1: Wooly ragwort all around. Wooly ragwort on the ground.
48 Wooly ragwort grows on grass. Wooly ragwort in your nose.
49 T: Huh, in your nose. He would have to say something silly
50 like that (0.6) Okay. Good. What was the rest of the chapter
51 about? Just a quick summary.